

# THE APPRENTICESHIP LANDSCAPE IN UTAH

*Utah's Inaugural*

## APPRENTICESHIP REPORT



DEPARTMENT OF  
**WORKFORCE  
SERVICES**

October 1, 2020

## WELCOME

IT IS TRULY AN HONOR to present Utah's Inaugural Apprenticeship Report. As Utah's first Commissioner of Apprenticeship Programs, I have spent the past year talking with apprentices and sponsors, learning more about apprenticeship activity in the state and better understanding perceptions, needs, challenges and opportunities. Utah has many innovative partnerships and apprenticeship activities that are well positioned to grow and help meet the demand for apprenticeships

in our state. Thank you to all who have provided valuable insights through onsite tours, survey responses and sharing your perspectives. As I continue to make my way around the state, I look forward to working with you to innovate, enhance and expand high-quality apprenticeship opportunities.

—Melisa Stark, Commissioner of Apprenticeship Programs



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## INTRODUCTION

**DURING THE 2019 UTAH LEGISLATIVE SESSION, [HB 280](#)** created the position of Commissioner of Apprenticeship Programs to be housed within the Department of Workforce Services. In August 2019, the commissioner was appointed by the executive director and was chosen from recommendations provided by the State Workforce Development Board Executive Committee. The duties of the commissioner are to:

- ❶ Promote and educate the public, including high school guidance counselors and potential participants, about apprenticeship programs offered in the state
- ❷ Coordinate with the department and other stakeholders to improve and promote apprenticeship opportunities in the state
- ❸ Provide an annual written report to the legislature

As the inaugural year of this position, it was important to identify the true landscape of apprenticeships in Utah by meeting with key stakeholders to fully understand current opportunities available and challenges and barriers to growing apprenticeship sponsors and filling current apprenticeship pipeline needs. To further explore, Workforce Services conducted surveys of employers, educators and the general public. Data gathered was used to develop this report and to identify opportunities and recommendations for strategic alignment and investment necessary to improve, grow and expand high-quality apprenticeship programs statewide.





## BACKGROUND

**FOR THE LAST SEVERAL YEARS APPRENTICESHIPS** have been a major topic of discussion and a buzzword across Utah and nationally. For this reason it is important to continue to define and educate on what an apprenticeship is: Apprenticeship is a training strategy that combines paid on-the-job learning with formal classroom instruction to prepare workers for highly skilled careers. High-quality apprenticeships are industry driven and result in a portable, industry or nationally recognized credential, certificate, degree or credit toward a degree.

High-quality apprenticeship programs include five essential criteria:

- 1 Paid, structured, on-the-job learning under the supervision of a skilled employee
- 2 Related classroom-based instruction
- 3 Ongoing assessment against established skills and competency standards
- 4 Wage increases commensurate with demonstrated competency in increased skills and abilities
- 5 Culmination in a portable, industry-recognized credential, certificate or degree

Apprenticeships are a tried-and-true, time-tested workforce development model that has benefits for all involved —apprentices, businesses and the community at large which ultimately benefits Utah's economy as a whole. Apprenticeships can be found in all industries, from traditional sectors like construction and manufacturing to emerging sectors like IT and health care. There are four primary types of apprenticeship programs.

### Registered Apprenticeships

Registered Apprenticeship Programs (RAP) are registered with the U.S. Department of Labor,

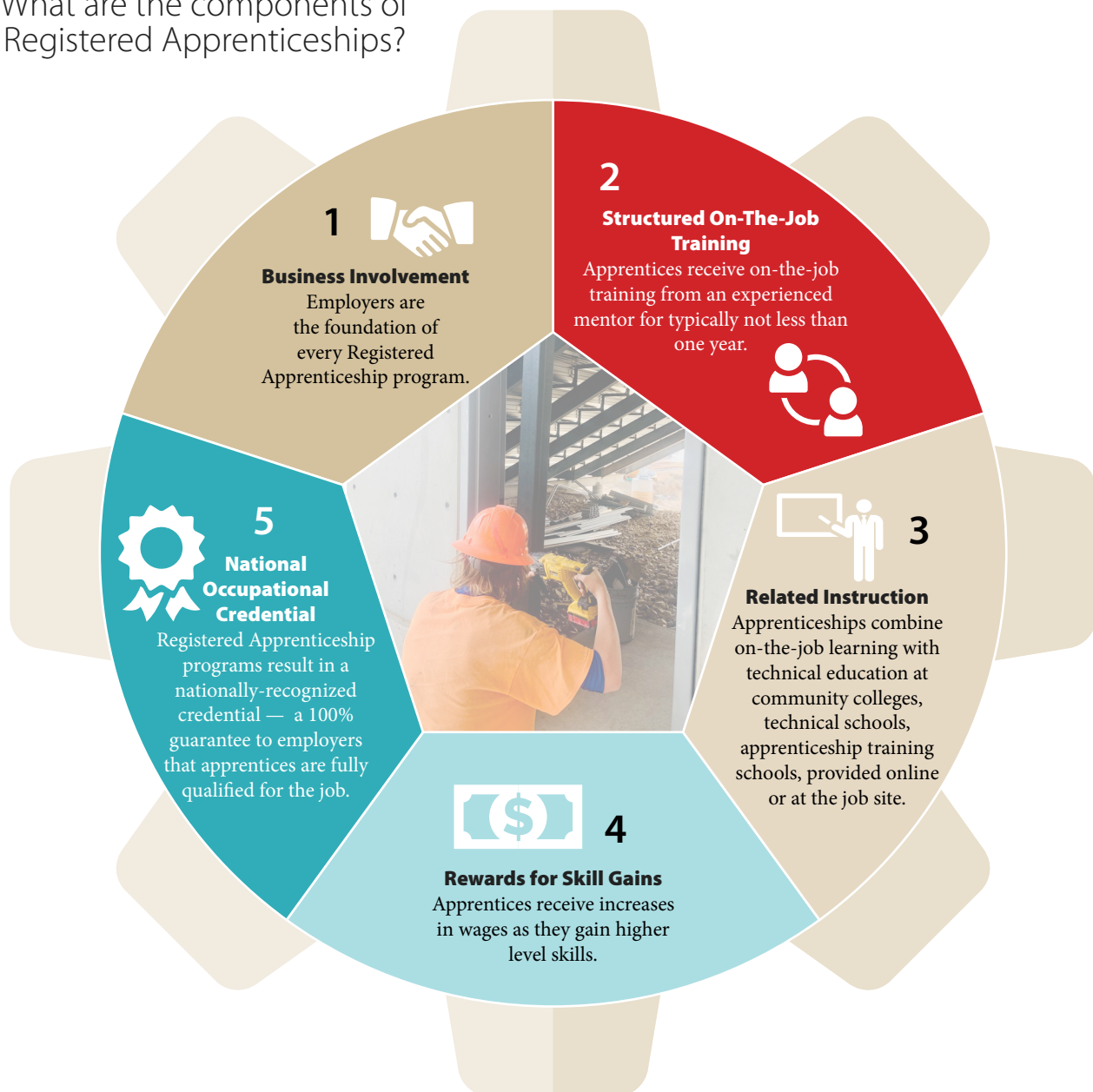
Office of Apprenticeship (USDOL-OA). There are currently over 1,200 occupations officially recognized as apprenticeable by the USDOL-OA and more continuously being added. ([Click here to download an Excel spreadsheet of the full list](#)). Although in the past, apprenticeship programs were viewed as inflexible and rigid, they now offer time-based, competency-based and hybrid models. This change shows the progress, desire and willingness of the Department of Labor to develop customized, industry-led apprenticeship programs.

Registering an apprenticeship program indicates that it meets quality standards and equips program completers with a national, industry-recognized credential. It could also increase access to public workforce funding, tax credits, and other financial incentives to support program development and implementation. It also assists employers with meeting apprenticeship utilization ordinance requirements on government projects.

### Industry Recognized Apprenticeships

Industry Recognized Apprenticeship Program (IRAP) was launched in May 2020 as another option to address America's skills gap and to rapidly increase the availability of high-quality apprenticeship programs in sectors where apprenticeship opportunities are not widespread. IRAPs may be developed in all all industries

## What are the components of Registered Apprenticeships?



except for construction. However, for an IRAP to be developed, a Standard Recognition Entity (SRE) must first be approved by the Department of Labor. SREs may then approve IRAPs for the specific industry they represent. This means that there must be an approved SRE for each industry. The initial application deadline to become an SRE was June 30, 2020. In September there were 18 SRE's approved. Of the 18, there were 11

SRE's that may approve IRAP's for the industries they represent on a national basis. There are no local SRE's in Utah. Therefore, if a business would like to develop an IRAP they must have their program approved through one of the national SRE's. Those interested in becoming an SRE may apply by November 30, 2020. Information regarding the approved SRE's may be found [here](#).

<b>Apprenticeship Components</b>	<b>Registered Apprenticeship Program (RAP)</b>	<b>Industry-Recognized Apprenticeship Program (IRAP)</b>
<b>Paid Job</b>  Apprentices are paid allowing them to earn and learn.	Apprentices are paid a progressively increasing schedule of wages consistent with the skill acquired and as determined by the program sponsor. RAPs are available in all industry sectors as long as the occupation is deemed "apprenticeable".	Apprentices are paid. Pay increases are not required, but IRAPs must make clear what wages will be paid and under what circumstances the pay will increase. Since the RAP model is already widespread within the construction sector, IRAPs can be developed in any sector except construction, and any occupation except those that include construction activities.
<b>On-the-Job Learning</b>  Create a structured on-the-job learning model that allows apprentices to apply what they've learned and to gain competency in their field.	Generally requires a minimum of 2,000 hours (or one year) of on-the-job learning for time-based and hybrid programs. RAPs can also be competency-based.	No minimum time requirement and may be shorter than one year. Structured work experiences must be competency-based.
<b>Classroom Learning</b>  Choose a training provider that can be either internal or external (e.g., community college, online training provider, or in-house).	A minimum of 144 hours of Related Training and Instruction (RTI) is recommended for each year of the RAP.	Industry sets the standard and defines the parameters for the Related Instruction (RI) component of the program.
<b>Mentorship &amp; Supervision</b>  Ensure structured mentorship and supervision to provide support to apprentices.	A one-to-one ratio of experienced workers to apprentices is highly recommended to ensure quality instruction and supervision; however, RAP sponsors can request an expanded ratio based on their specific occupational needs.	No set ratio of mentors to apprentices; however, programs must provide apprentices structured mentorship opportunities throughout the duration of the apprenticeship that involves ongoing, focused supervision and training by experienced instructors and employees.
<b>Credentials</b>  Identify an industry-recognized credential to be issued upon completion of the program.	Certificate of Completion from DOL or a DOL recognized State Apprenticeship Agency conveys occupational proficiency and is considered a nationally-recognized credential that counts positively towards the Workforce Innovation and Opportunity Act (WIOA) Credential Attainment Rate.	IRAPs result in at least one industry-recognized credential issued during participation in or upon program completion. The credential would also count positively towards the WIOA Credential Attainment Rate.

Above is a comparison chart developed by the Department of Labor. Please note that these are general IRAP components, but some SREs may have additional components and requirements based on the needs of each industry.

### **Independent (Non-Registered/Non-Certified) Apprenticeship Programs**

Independent Apprenticeship Programs have been developed internally by a specific company but are not registered with the Department of Labor, nor are they an approved IRAP. There is no reporting requirement and therefore they are not tracked. This presents a challenge in identifying the true landscape of apprenticeships in Utah. There may be great opportunities available of which the community is unaware. However, because they are completely

independent, the quality, rigor, benefits and workplace safety of the programs cannot be validated.

### **Youth Apprenticeships and Pre-Apprenticeships**

Youth Apprenticeships and Pre-Apprenticeships are often used synonymously; however, they are not always the same. Both pre-apprenticeship and youth apprenticeship programs are designed to prepare individuals to enter and succeed in a Registered Apprenticeship or other high-quality apprenticeship program, but pre-apprenticeships can be used for both youth and adults. High-quality pre-apprenticeship and youth apprenticeship programs link directly and bridge to existing apprenticeship programs and provide instruction, preparation, and support necessary to advance participants to apprenticeship programs or careers.

There are six essential elements of a high-quality pre-apprenticeship or youth apprenticeship program:

- 1 Transparent entry and success requirements
- 2 Alignment with skills sought by local employers and high-quality apprenticeship programs
- 3 Culmination of one or more industry-recognized credentials
- 4 Development of skills through hands-on activities or work-based learning
- 5 Offer of academic, career exploration and wraparound supports
- 6 Transition into a registered or other high-quality apprenticeship program



### TaNiesha Hansen—HVAC Apprenticeship

*Where I work, there are machines that I want to become more familiar with and heard OWTC has a program that would help explain how to maintain them.*

## BENEFITS OF APPRENTICESHIPS

### For Apprentices

- Paid, structured, on-the-job learning
- Related classroom instruction
- Increased skills
- Incremental wage increases
- Job security
- Safer workplace
- Portable, nationally or industry-recognized credential, certificate or degree

### For Employers

- Diverse, skilled workforce
- Retained workers (94% retention rate nationally)
- Reduced turnover costs
- Higher productivity and fewer accidents impacting the company's bottom line
- Customized training to meet specific needs
- Provides a customized, long-term solution to talent recruitment and workforce development
- A formalized approach that enhances existing business practices
- Average [return on investment](#) of approx \$1.50 for every \$1 invested ([DOL](#))

### For Utah

- Strengthens local economies by developing highly trained and educated workers, including rural communities
- Connects underserved populations to education and employment
- Provides an affordable path to and through college
- Is industry-driven, eliminating mismatch between skills taught and employers' needs
- Enhances meaningful engagement between the workforce development system and employers
- Encourages secondary, post-secondary and workforce development system to work together with businesses to understand and better serve Utah's workforce needs



**Matt Wardle, President/CEO—JD Machine**

*“Establishing an Apprenticeship Program in 1998 has been pivotal to the success of JD Machine. It has enabled us to grow our own people, bringing them up through the same program and systems and establishing uniformity. Our pay scale is directly tied to our Apprenticeship Program, allowing our team members to be in control of their wages. Our team members love it, our customers love it, and I love it.”*

## APPRENTICESHIP LANDSCAPE

**THE OVERALL GOAL OF THE COMMISSIONER** is to have apprenticeships recognized as one of the many pathways that lead to a successful career and a model that is as highly regarded as a four-year degree.

### Strategic Partner Activities and Key Initiatives

The commissioner has met with a number of key stakeholders from industry, education, government and community partners to promote awareness, identify best practices and identify gaps and opportunities to foster growth in apprenticeship programs. As there is a lot of great work currently taking place in Utah, it has presented opportunities

to partner and leverage efforts and resources to promote and expand apprenticeship programs. The commissioner has collaborated with and connected key partners to maximize efforts when appropriate.

The overall goal of the commissioner is to have apprenticeships recognized as one of the many pathways that lead to a successful career and a model that is as highly regarded as a four-year degree. To do





this, an Apprenticeship Network, comprising business leaders, educators, community-based organizations and public partners, has recently been established to become the centralized support network for aligning the state's apprenticeship initiatives and identifying needed support. Members of the network will be a resource for apprenticeship sponsors and employers, students, school counselors, job seekers, education providers and community partners. The network will work with Workforce Services to create an electronic repository to draw from, sharing information and connecting individuals with apprenticeship opportunities. Resources will include employer sponsor registration, mentorship, support for targeted populations (at-risk youth, women, people with disabilities, veterans, and people of color) and marketing and outreach materials. Business-to-business networking events will also be used to grow apprenticeship opportunities by providing an avenue where employers can see how apprenticeship programs benefit other companies and how to implement new programs. This will result in expanding apprenticeship programs into non-traditional industries such as IT and health care; diversifying the apprenticeship candidate pool to include at-risk youth, women, people with disabilities, veterans, and people of color; and connecting potential apprentices to open apprenticeship opportunities.

## **State Workforce Development Board**

The State Workforce Development Board supports the Governor's vision for a dynamic state with a richly diversified economy that is attractive both to employers who create and sustain jobs and individuals who bring knowledge and skills to those jobs. The board is a partnership of state and local government, education, business, economic development and community organizations. It guides the strategic direction and alignment of state programs, resources and services with employer needs to create a strong workforce development system for Utah as required of the Workforce Innovation and Opportunity Act. To effectively and efficiently do this it has chartered committees to work with key initiatives and targeted populations, one of which is the Apprenticeship Committee.

## **Apprenticeship Committee**

The Apprenticeship Committee was established to support talent recruitment and workforce development driven by specific Utah business needs through apprenticeships and as such is now serving as the Apprenticeship Network for Utah. Over the years, the committee members have been willing to connect with other businesses to share their expertise and promote

apprenticeships through participating in classroom presentations, Career and Technical Education (CTE) and Guidance Counselor conferences and have also been heavily involved in planning and participating in annual National Apprenticeship Week activities. They will now include business-to-business networking events. The initial planning for this event began in March for a May launch but was postponed due to COVID-19 restrictions. Rather than an in-person event, the first event was held virtually in September with another to be held during National Apprenticeship Week (November 8-14, 2020) and then quarterly on an ongoing basis. Each event will be hosted by a different apprenticeship sponsor representing different industries. This committee has also supported Workforce Services in implementing, guiding and supporting its U.S. Department of Labor Apprenticeship State Expansion Grant which includes the development of a mentoring guide for apprenticeship sponsors.

### Department of Workforce Services

Over the years, Workforce Services has supported Registered Apprenticeship activities for youth and adults through the use of other state and federal programs currently managed by them such as Talent Ready Utah Grants, Workforce Innovation and Opportunity Act (WIOA) and Temporary Assistance for Needy Families (TANF). In July 2019, Workforce Services was awarded a U.S. Department of Labor, Apprenticeship State Expansion Grant. The

goal of the grant is to expand and fully integrate apprenticeship into state workforce, education, and economic development strategies and programs. More specifically, the goals are to diversify and expand apprenticeships in IT, construction, health care and manufacturing; and diversify the apprentice candidate pool to include at-risk youth, women, people with disabilities, veterans, and people of color.

The Apprenticeship State Expansion Grant provides funding for Registered Apprentices' educational and employment related expenses as well as on-the-job training reimbursements for employers. Additionally, individuals who are eligible and appropriate for WIOA or TANF funds are co-enrolled. Outcomes and Key Measures include:

- 1 Provide services to 440 participants
- 2 Modernize reporting and tracking
- 3 Diversify talent pipeline with underrepresented populations
- 4 Increase the number of sponsors on Education & Training Provider List (ETPL)
- 5 Increase Registered Apprenticeship Program (RAP) opportunities for targeted industries: information technology, construction, manufacturing, healthcare and other industries as identified

(For year one outcomes results see the appendix.)

### Gatlin Chambers—Electrical Apprenticeship

*I first got hired as a temp laborer carrying solar panels with Gardner Energy when the company needed help finishing up a school project. I liked the work they were doing at Gardner and wanted a long-term profession as an electrical apprentice. I also liked the hands-on aspect, so I got my apprentice license which made me valuable and increased my pay. I signed up for apprenticeship classes at OTECH and am now close to finishing my goal. I plan to get my Journeyman License as soon as I can and in four more years get a Master Electrician License. I want to become the qualifier in my own company that I plan to start in the future.*



## Talent Ready Grants

Talent Ready Utah Grants were designed to strengthen collaboration between industry, education, and economic development in order to better respond to the needs of regional and statewide high-growth, high-wage and STEM occupations and industries. Talent Ready Utah has been a successful model for industry collaboration and has demonstrated success in developing new educational programs supporting industry growth.

The program was also intended to increase the number of individuals who earn industry-recognized credentials, develop career pathways with multiple entry and exit points for students along the post-secondary education continuum and create systemic change by establishing processes and programs that better connect education, the workforce and employers.

These grants have been used to jump-start new pathways and create capacity in educational programs including new apprenticeships. Examples include the Utah Tech Apprenticeship Program powered by Apprenti. This group used a Talent Ready Utah grant to launch Utah's first IT apprenticeship program. The partnership and funds were leveraged to apply for an awarded Department of Labor Scaling Apprenticeship through Sector-Based Strategies grant.

Another Talent Ready Utah awardee piloted an adult education program through Horizonte Instruction and Training Center that provides individuals with technical skills training while simultaneously working to receive their GED. For this pilot, participants received education to become Certified Nursing Assistants (CNA). These students have the option to bridge their training into other Health Science programs at Salt Lake Community College. Workforce Services is exploring the ability to connect these students with an apprenticeship in the health care field to continue moving up the career ladder into higher-skilled, higher-wage jobs. Horizonte, an adult education provider, plans to reach out to the companies who currently employ the CNAs to identify other types of positions suited for an apprenticeship program.

The Rural Water Association of Utah also received a Talent Ready Utah grant to implement the national Rural Water Association apprenticeship program in Utah. They serve as an intermediary for municipalities and provide registered

## Software Development Apprenticeship vs. Degree Earnings Comparison

Year	Apprentice	Degree
One (Average)	\$ 42,250	\$ 0
Two	\$ 65,000	\$ 0
Three	\$ 68,250*	\$ 0
Four	\$ 71,663*	\$ 0 **
Five	\$ 75,246*	\$ 71,663 ***
Six	\$ 79,008*	\$ 75,246*
<b>TOTAL</b>	<b>\$401,417</b>	<b>\$146,909</b>

\* Assumes 5% Yearly Increase

\*\* Assumes no Income from any Internships

\*\*\* Estimates Salary (which might be higher or lower than actual)

*This comparison chart created by Apprenti shows the value of entering into software development via an apprenticeship versus through completion of a degree. This shows the wage progression but is also important to note that the apprentice graduates with no student debt.*

### Ociana Davis—Software Developer Apprentice Completer, Franklin Covey

*I am ecstatic to be a member of the Apprenti family, and have been so fortunate to have been accepted in an apprenticeship with their recommendation. I've learned so much during my apprenticeship and have been able to develop the technical skills required to be successful in my new profession. I am very grateful to have had this opportunity and adamantly recommend others to go through this amazing program if they wish to switch careers and accomplish their dreams.*







### Brandon Marcotte

**Triumph Group believes in training people in their area of interest. So when they hired me with no experience in machining, they sent me to Davis Tech right away to learn more skills. I'm on the job two days a week and they pay me to learn at Davis Tech for three days a week. The training is 735 hours and should take eight months to complete. Though, since Davis Tech is self-paced, I am able to get through it in six to seven months.**

*Since the Triumph Group hired me with no experience in machining, the partnership with Davis Tech has been extremely beneficial. I've learned CNC, lathe, lathe inspection, blueprint terminology and more. What I learn at Davis Tech goes hand-in-hand with what I learn at work making gear boxes and gear teeth for the aerospace industry.*

*I moved from Phoenix for this position. Clinton is my co-worker and best friend here. We have been in this program together since March and have learned a lot from the instructors and each other.*



### Clinton Vernon

*What I learn at Davis Tech is reinforced by what I learn at work, which provides very balanced and complete training.*

*Triumph Group pays me three days a week to train at Davis Tech on machining and inspection equipment, plus other machining principles. This training reinforces the skills I learn at work and provides a well-rounded education. This is a great partnership.*

*Prior to working at Triumph Group, I worked in industries from medical supply to garage doors. Triumph hired me in shipping and receiving, though, since I have an interest in machining, they moved me to this department and are providing training at work and at Davis Tech. It is great getting paid to learn and I feel these are necessary skills for my position.*



apprenticeship programs to train water and wastewater treatment operators.

### **Governor's Office of Economic Development**

The Talent Ready Utah Center within the Governor's Office of Economic Development (GOED) established the [Talent Ready Apprenticeship Connection](#) (TRAC) youth apprenticeship program.

The TRAC program is based on the Swiss apprenticeship model initially piloted in partnership with the Swiss company Stadler Rail US, Salt Lake City School District and Salt Lake Community College. The initial cohort began in August 2019 with 16 rail-car technician apprentices including 12 high school students and four adults. This is a three-year apprenticeship program beginning as a high school senior and results in an Associates of Applied Science degree at program completion.



The initial expectation from Stadler to see an ROI from the apprentices in their part-time roles was set at about six months. The apprentices were able to meet that expectation much sooner and were considered

valuable members of the team after only about six weeks. During the start of the COVID-19 pandemic where classes had been cancelled at the end of the school year, Stadler went to great lengths to make sure the apprentices were able to continue their training through remote classes offered by Stadler instructors. Over the summer, Stadler also made continued part-time employment available to any apprentices that wanted to continue their skill development outside of the school year. The Salt Lake School District was able to allocate foundation resources to ensure that each student had lunch provided for their work days at Stadler and arranged for transportation for the entire cohort from the schools to the workplace. No student on free and reduced lunch or without means of transportation was excluded from participating in the program. A replication guide was developed and shared with the Utah System of Higher Education's Technical Colleges.

To expand the TRAC program and youth apprenticeships systematically, the Talent Ready Utah Center led the effort to apply for [Partnership to Advance Youth Apprenticeship](#) (PAYA) funding in February of 2019. This is a multi-year, collaborative initiative that supports the success of efforts in states and cities to expand access to high-quality apprenticeship opportunities for high school age youth. Although Utah was not funded, it has been included in the Network, a national learning community.

During the 2020 Utah Legislative Session HB 68 was approved to expand the pilot statewide but was then rescinded due to budget shortfalls related to COVID-19.

GOED has taken the lead on the National Governors Association Policy Academy on [Scaling Work-based Learning](#) in which Workforce Services is a partner. This year is the third round, with Utah as a mentor state. Utah's goals for this year include streamlining tracking of work-based learning activities including apprenticeships.

### **Utah State Board of Education**

The Utah State Board of Education (USBE) has been motivated to include and expand apprenticeship opportunities as part of their work-based learning efforts and implementation of Utah's Perkins V plans.

### Aaron Linville— Machinist Apprentice

**//** *I did it to help get through the schooling. Having the on-the-job experience helps understand both the content and machine use.* **//**



The state program specialist for work-based learning sits on the State Workforce Development Board Apprenticeship Committee and participates in ongoing coordination meetings with Workforce Services and the Office of Apprenticeship. There is a strong desire to establish more youth apprenticeships and USBE has partnered with both Workforce Services and the Talent Ready Utah Center of the Governor's Office of Economic Development to increase opportunities. It is the ultimate goal that apprenticeship offerings be integrated into Career and Technical Education (CTE) Pathways for CTE concentrators in their senior year.

To support local school districts in their apprenticeship efforts, a series of webcasts has been developed with topics such as apprenticeship resources, student safety agreements, risk management and employer liability to youth employment rules. One webcast featured the Commissioner of Apprenticeship Programs and Apprenticeship State Expansion grant manager to share resources available to educators as they develop apprenticeship opportunities with employers.

### Utah System of Higher Education

Each of the state's public colleges and universities in the state are involved in apprenticeships at various levels. Many of them provide the Related Technical Instruction (RTI), some of them are registered apprenticeship sponsors, and hire apprentices for facilities and maintenance, while others serve as intermediary sponsors for their employer partners. The Commissioner of Apprenticeship Programs has met with the Commissioner of Higher Education, Associate Commissioner of Workforce Development and the Associate Commissioner of Career and Technical Education to identify gaps and opportunities to strengthen and expand apprenticeship programs in the college and university system. Prior to merging the Utah System of Technical Colleges (UTech) with the Utah System of Higher Education, the Commissioner met with the UTech Campus Presidents and the UTech Instructional Officers to learn about the apprenticeship programs currently offered, constraints and barriers to growing apprenticeship programs and goals to be supported. The Commissioner has also made it a goal to meet with key staff within each of the individual public post-secondary institutions, and has met with all but three which will be completed by the end of the calendar year. As employers look to identify training programs in their area to meet their apprenticeship needs, the Commissioner assists with making the appropriate connections. The Commissioner also participates in various advisory boards, provides technical assistance and collaborates on potential funding opportunities.

### Utah STEM Action Center

In 2018, the Utah STEM Action Center was awarded a National Science Foundation grant to identify perceptions regarding Career and Technical Education (CTE) and use the information to develop messaging to enhance STEM and CTE participation. As Workforce Services is a partner in this collaborative, along with the Utah State Board of Education and the Utah System of Higher Education, apprenticeship messaging will be incorporated as messaging is developed. The Utah STEM Action Center also seeks to collaborate with the Commissioner and Workforce Services to leverage resources and align apprenticeship activities for STEM related apprenticeship opportunities.

## Weber State University

Weber State University received a DOL Scaling Apprenticeship through Sector-Based Strategies grant to focus on the critical needs of the Utah employers to: 1) create a statewide apprenticeship model for the IT industry which leads to the culmination of a degree, and 2) analyze outcomes to identify the best approach to scale the model on a national level and have partnered with the nationally DOL recognized [Apprenticeship Program](#) to do this. Locally known as the [Utah Tech Apprenticeship Program](#), it was the first IT Registered Apprenticeship Program in the State. The Commissioner and the Workforce Services Apprenticeship State Expansion grant manager serve on Weber State's advisory board, provide technical assistance and identify opportunities to leverage apprenticeship efforts.

## Southern Utah University

Southern Utah University received a Department of Labor Apprenticeships: Closing the Skills Gaps grant for their Building Apprenticeship Systems in Cybersecurity (BASIC). This project will focus on recruiting future and current apprentices, entry level workers, and incumbent skilled trade workers to participate in the BASIC Apprenticeship pathway leading to cybersecurity technician and advanced cybersecurity engineering and leadership jobs. This is a multi-state consortium with Oregon, Washington and Idaho. The Commissioner will promote these apprenticeship opportunities, and

assist Southern Utah University in working directly with the local Office of Apprenticeship to register BASIC apprenticeship programs developed for use nationally by Advanced Manufacturing and Clean Energy employers. A competency model will be developed to support entry level through Master's degree level apprenticeships, and training will be offered online.

## U.S. Department of Labor, Local Office of Apprenticeship

Both the Commissioner and the Department of Workforce Services have a long standing history and working relationship with the local Office of Apprenticeship. The Training Director is a member of the Apprenticeship Committee and has a standing agenda item to provide quarterly updates. They actively work to engage Registered Apprenticeship Sponsors to add their programs to the Workforce Services Education and Training Provider List by informing them of the benefits and the possible availability of funding. As the liaison to the local federal Office of Apprenticeship, the Apprenticeship State Expansion Grant Manager also works very closely with employers to provide technical assistance with program development, connecting them to possible education partners as needed and assists to prepare them to efficiently complete the registration process.

## Apprenticeship by the Numbers

To both identify the landscape of all apprenticeship opportunities within the state and to better understand employers' overall perception of apprenticeships, Workforce Services assisted the Commissioner of Apprenticeship Programs to survey Utah employers. This survey was deployed through the Workforce Services Employer Advisor Summer Newsletter which is sent to all employers who pay into Unemployment Insurance, posted online, shared with educational partners to send to their employer and program advisory boards, as well as chambers of commerce and industry trade associations to share with their member companies. Through this effort 320 responses were received. In addition, a report was requested and received from the Office of Apprenticeship with information specific to Registered Apprenticeship Programs. See data on the following pages.





**Key learnings from the survey include:**



- Overall, employers hold a positive view of apprenticeships.
- Employers that participate in apprenticeships indicated that they considered the primary benefits of apprenticeship programs to be:
  - Reliable talent pipeline of qualified workers
  - Culture of mentorship and learning
  - Increased employee retention
  - Increased employee productivity
- Challenges employers face with their apprenticeship programs are:
  - Difficulty in recruiting apprentices
  - Uncertainties of the industries
  - Resource investment to start new programs
- They felt that the best assistance they could receive from the state would be to:
  - Help connect apprentices to their programs
  - Keep them informed of apprenticeship activities, initiatives and best practices
  - Connect them to funding and workforce development partners





## Registered Apprenticeship Program Summary

# of Programs	# of Apprentices	Completion Rate	State Funding
234	4,128	44.89%*	None

\*Annual completion rate may fluctuate greatly depending on the length of the program, when the apprentice began and the year it should be completed. According to the US Census American Community Survey, the 2018 College Graduation Rate was 33.30%.

## Non-Registered Apprenticeship Summary (As reported through the survey)

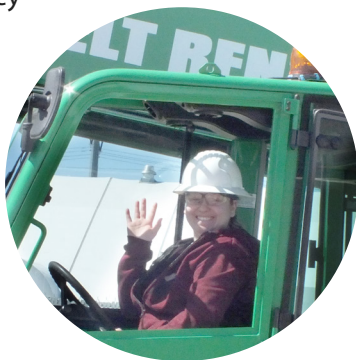
# of Programs	# of Apprentices	Completion Rate	State Funding
46	269	45% report a completion rate of more than 80%	\$20,000

## Funding

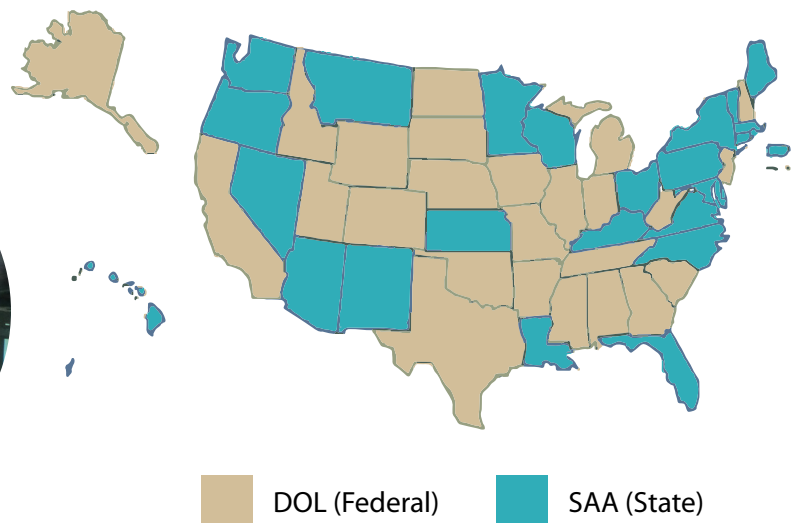
As the requested funding in HB 280 for developing a messaging campaign and promoting apprenticeship programs was not funded, Workforce Services is currently using the Unemployment Insurance Special Administrative Expense Account to support these efforts. No other general funds are currently being used. Recommendations to support the development, expansion and growth of high-quality apprenticeship opportunities are found later in this report.

## Registered Apprenticeships

Utah is one of 25 states where Registered Apprenticeship is administered by U.S. Department of Labor staff in the Office of Apprenticeship. There are 28 states and territories administered by a State Apprenticeship Agency (SAA). All 25 DOL states and 14 of the 28 SAA states use the Registered Apprenticeship Partners Information Management Data System (RAPIDS) for data collection.



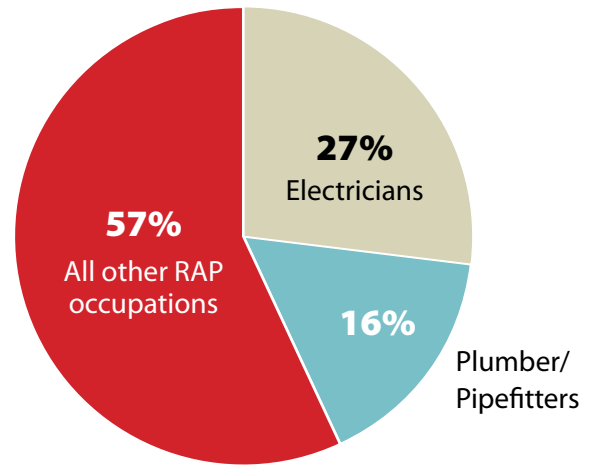
Program	Funding Source	Total Spent State FY 2019
Talent Ready Apprenticeship Connection (TRAC)	General Fund	\$20,000
Talent Ready Utah Grants	Special Administrative Expense Account	\$198,289.67
Apprenticeship Programs with Utah's Technical/Community Colleges & Universities	Annual Budget Appropriations	Reported within Education Institution Reports





### RAP Occupations

(as of 7/1/20)



In State Fiscal Year 2019, there were a total of 234 Registered Apprenticeship Programs with 21 new programs developed. This is an increase of 13 from the year prior. Electricians and Plumbers account for 43% of Utah's programs, while 57% account for all other occupations in Automotive, Diesel, Manufacturing, IT and others. Utah registered its first IT program for Software Developer this past year.

During State Fiscal Year 2019, there were a total of 4,128 Registered Apprentices with 1,678 being new apprentices. There were 609 apprentice completers which, at face value, may appear low. However this does not accurately portray the completion rate, as most programs are multiple year programs so the number of apprentices on track to complete is likely higher than the actual completion rate identified here. This can be stated because research shows a retention rate of 94% of apprentices overall. In State Fiscal Year 2019, the average entry level wage of a Registered Apprentice in Utah was \$19.42 an hour and the average hourly wage of a Registered Apprentice upon completion of a Registered Apprenticeship program was \$29.61 an hour. In comparison, the average entry level wage in Utah was \$12.75 and the average entry level wage for a college graduate was \$24.42.

### Registered Apprentices Demographics (Ethnicity) 7/1/19–6/30/20

Category	Hispanic	Non-Hispanic	Not Provided	Total
Active Apprentices	631	2,575	922	4,128
New Apprentices	262	1,080	336	1,678
Active Females	21	74	50	145
Active Males	610	2,501	872	3,983
Active Veterans	37	226	124	387
Active Youth (16-24)	153	723	179	1,055
Active Age (25-34)	269	1,166	414	1,849
Active Age (35+)	209	686	328	1,223

## Year Over Trends

The data below show apprenticeship activity in Utah for the last five years. Please note that the data in these charts are indicative of the Federal Fiscal Year which run from October 1 – September 30. Therefore the numbers are different than what is portrayed above, as it reflects the State Fiscal Year of July 1 – June 30.

FFY	Total Programs	New Programs	Total Apprentices	New Apprentices	Completers
2019	198	13	3,998	1,598	609
2018	217	15	3,532	1,553	570
2017	213	14	3,923	1,731	574
2016	211	19	2,887	1,222	353
2015	238	6	2,606	1,053	347

## Participation

Looking only at the numbers does not provide a complete picture of apprenticeship activities and participation. There are a number of employers who may not be considered a “registered sponsor” but do participate in providing apprenticeship opportunities through the use of an “intermediary.” An intermediary provides program administration, may provide related technical instruction and tracks and reports required data as needed. This can be particularly advantageous for small and medium-sized employers that may not have the capacity to operate programs on their own. Some intermediaries have approximately 40-50 employers using their apprenticeship programs at any given time. Examples of intermediaries include:

- Industry Associations and Business Organizations
- Community and Technical Colleges

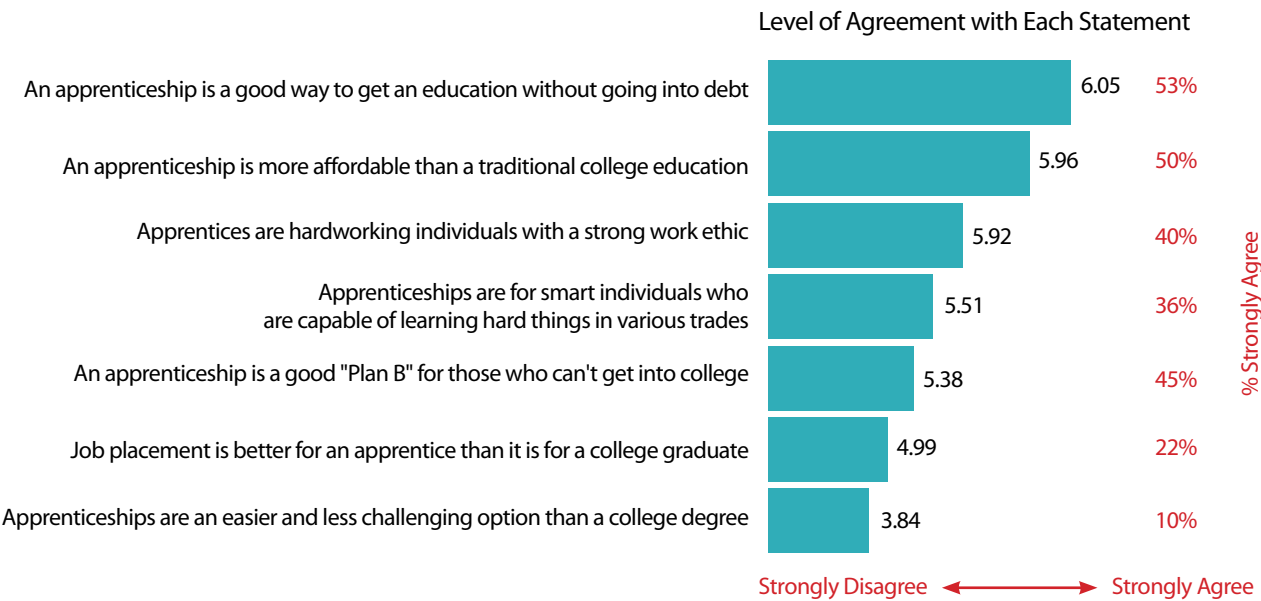
- Non-Profit and Community-Based Organizations
- Labor Management Partnerships
- Workforce Development Boards

## Perception Studies

Workforce Services conducted perception studies to better understand the perceived value, challenges and barriers related to apprenticeships among the general public, educators and employers. The perceived benefits of apprenticeships were generally favorable; however, people would like to know more about them, what opportunities are available and how to access them. The perception of what industries and fields offer apprenticeship opportunities is limited mostly to traditional construction-related fields, but respondents felt that there were many benefits to apprenticeships.



# Utahns' Attitudes About Apprenticeship



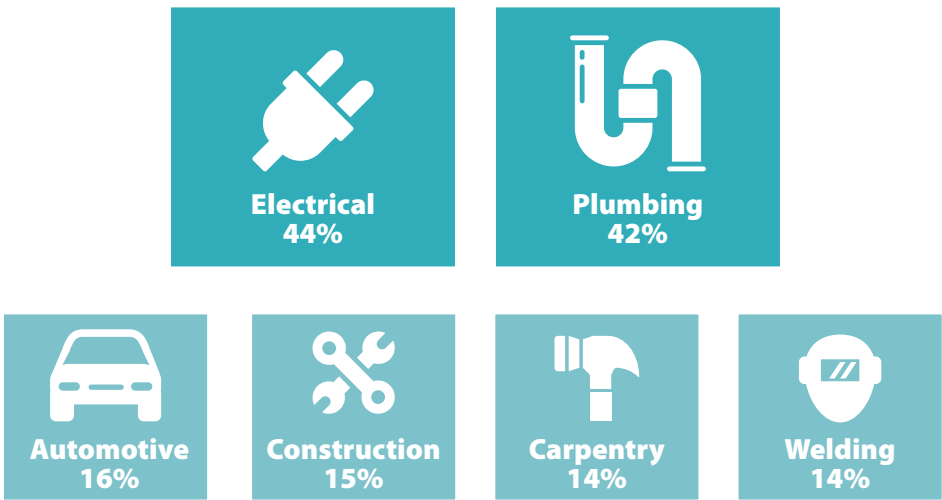
## What are the Benefits?



## What are the Drawbacks?

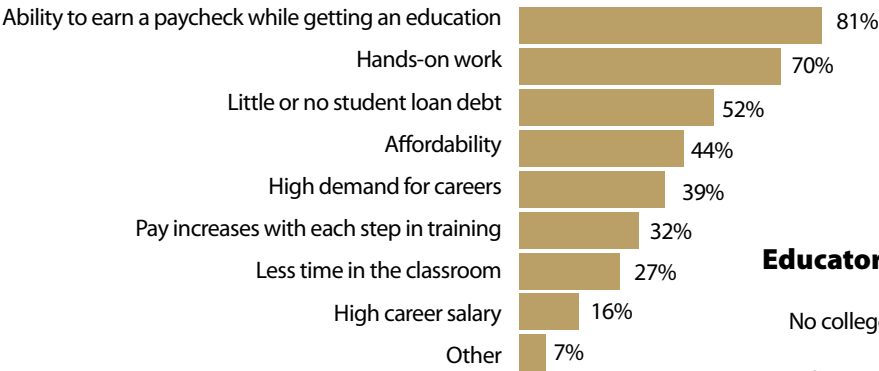


# Utahns' Perception of Industries With Apprenticeships

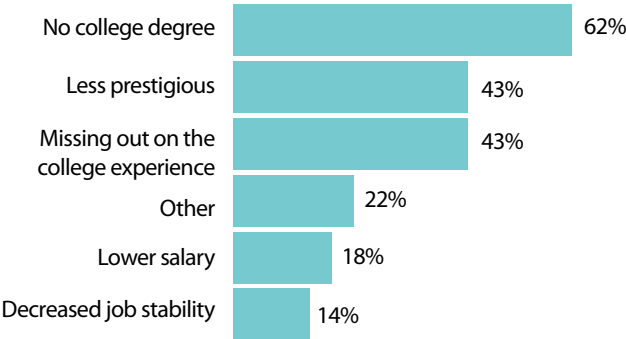




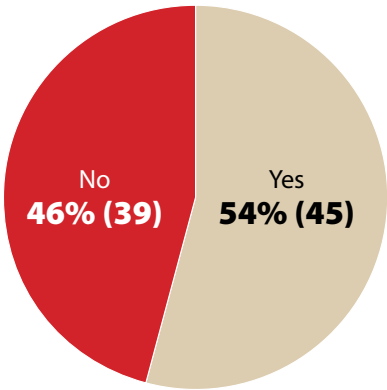
### Educators' View of Apprenticeship Benefits



### Educators' View of Apprenticeship Drawbacks



### Non-apprenticeship Employers Considered Offering Apprenticeships



### Top Perceived Benefits of Apprenticeships of Non-apprenticeship Employers

- 1

Develop a culture of learning and mentorship
- 2

Create a reliable talent pipeline of qualified workers
- 3

Opportunity to vet new hires
- 4

Fill a critical skill need
- 5

Reduce employee recruitment costs
- 6

Develop strong managers by providing opportunities to train others
- 7

Increase employee retention
- 8

Increase workforce diversity

## Assistance Non-apprenticeship Employers Would Like to Start an Apprenticeship Program

- ① Provide information on funding resources
- ② Provide information on tax benefits
- ③ Keep informed on the latest apprenticeship related initiatives and announcements
- ④ Help connect to other apprenticeship sponsors within industry to share best practices
- ⑤ Connect to other educational and workforce development partners to help build a talent pipeline



## CHALLENGES

**THE NUMBER-ONE CHALLENGE** in promoting and connecting individuals to apprenticeship programs is the lack of a single, streamlined electronic medium for tracking, reporting and matching potential apprentices to apprenticeship programs.

### Infrastructure

- The number-one challenge in promoting and connecting individuals to apprenticeship programs is the lack of a single, streamlined electronic medium for tracking, reporting and matching potential apprentices to apprenticeship programs. This makes it difficult to identify and promote current, available apprenticeship opportunities in the state and to report accurate employer usage, apprenticeship participation and program outcomes.
  - Registered Apprenticeship Programs are tracked through the Department of Labor RAPIDS System, and if the sponsor chooses to do so, they are also placed on the Education and Training Provider List through Workforce Services for additional exposure in connecting with possible apprentices.
  - Apprenticeship programs that are not registered with the Department of Labor are not tracked through a single source. Some may be identified if the employer lists apprenticeship job openings on [jobs.utah.gov](https://jobs.utah.gov), and some may be identified within the public education system if the employer has identified the need for an apprentice.
  - However, because there is no requirement or incentive to report, it is difficult to gather such information.
- As there are many individual groups working on apprenticeships, it has been noted that there are challenges for educational and business partners to know where to go and who to connect with to develop apprenticeship programs and obtain resources to support them.

## Employer Participation

- There are many individuals who are interested in and trying to enter into apprenticeship programs but there are not enough employer sponsors available in a wide variety of industries. Increasing employer participation has been a challenge for a number of reasons:
  - there are many myths to overcome about apprenticeships,
  - they are often confused with internships, and
  - education needs to be provided on the value, benefits, and return on investment of apprenticeship programs.
- The COVID-19 pandemic has presented additional challenges.
  - Training programs were delayed, hiring suspended and concerns about starting new programs increased.
  - Although apprenticeship discussions are resuming, when there are constraints on budgets, training and education reimbursement programs of businesses are often cut.
- Another key challenge identified are local Apprenticeship Utilization Ordinances.
  - Having different ordinances for individual cities and counties will prove to be a challenge for employers and sponsors who need to track and report different criteria depending on the local ordinances.
  - A statewide ordinance has been recommended to avoid this.
  - Another challenge presented by the ordinances is the requirement of hours for each occupation individually.
  - There are some occupations in which a registered apprenticeship program does not exist and may need to be developed to comply with the ordinance.

## Apprenticeship Opportunities For Youth

- Youth apprenticeship continues to be an area of both interest and need within the state. In researching youth apprenticeship activities being highlighted nationally it was identified that the most successful programs had one thing in common:
  - a Governor-led initiative and state funding made available to support.





- The best programs began with a pilot but included a systemic approach to be replicated in any school district in any area of the state including rural communities.
- There continues to be a need to expand partnerships beyond the Wasatch Front.
- However, the work that has been accomplished and success that has been initiated can and should be replicated into other areas of the state.

### Funding

- Funding requested to develop an Apprenticeship Opportunity Awareness Campaign was not funded as part of HB 280.
  - The legislature approved Workforce Services to use \$500,000 from the Unemployment Employment Special Administrative Expense Account for this purpose this fiscal year.
  - Due to COVID-19 challenges and the additional strain and associated costs to the Unemployment Insurance Division, this funding source may not be available in the future.
  - Ongoing general funds to support apprenticeship initiatives should be considered.



## RECOMMENDATIONS

**APPRENTICESHIP IS BEING PROMOTED** as an opportunity to reskill job seekers who are looking to change industries.

The May/June 2020 Thomas Report on "[COVID-19's Impact on North American Manufacturing](#)" indicated that industries with higher apprenticeship adoption rate are less affected by the lack of skilled labor. This presents an opportunity for employers to implement apprenticeship programs as talent recruitment and workforce development strategies to build and maintain a strong skilled workforce.

Amidst COVID-19's impact on business, Workforce Services has held virtual industry road shows, to both understand industry needs and to offer solutions. The Commissioner participated in these events to promote



apprenticeship as a workforce development strategy to upskill and build career pathways for entry level employees, and to reskill current and furloughed employees. Additionally, apprenticeship is being promoted as an opportunity to reskill job seekers who are looking to change industries. Because of the strong growth Utah was experiencing in the years leading up to the pandemic, we are well positioned to not just recover but to thrive by maintaining, growing and innovating partnerships and using apprenticeships as a key strategy for both short-term and long-term growth.

Recommendations to accomplish this are to:

- 1 Solidify the role of the State Workforce Development Board and Workforce Services to guide and direct strategic initiatives, systemic strategies and connect to funding opportunities to support apprenticeship growth goals. This will ensure collaboration among partners, leveraging resources and not working against each other with competing interests.
  - Develop Governor-led “Apprenticeship Utah” initiatives
  - Develop a full Youth Apprenticeship system
  - Coordinate across state and local agencies
  - Encourage robust partnerships between employers and education providers
- 2 Have the Apprenticeship Committee of the State Workforce Development Board, as the Apprenticeship Network of Utah, explore, identify and implement the infrastructure needed to successfully track, promote and connect individuals with available apprenticeship opportunities. This includes both electronic medium and human capital resources and infrastructure.
  - Review incentives, tax credits and resources being used successfully in other states to facilitate using the medium implemented to track, share and connect to apprenticeship opportunities. (See [Appendix for 50 State Comparison of Statewide Apprenticeships](#), [State Tax Credits to Employers for Hiring Apprentices](#) and [State Tuition Support for Registered Apprentices](#))
  - Create and sustain employer engagement through strategic outreach and the development of a media campaign.
    - Develop materials to demonstrate the value of apprenticeship programs as a talent recruitment and workforce development tool to meet short-term and long-term business needs
    - Leverage and participate in Workforce Force Solutions Summits
    - Participate in Business-to-Business networking events
- 3 Provide ongoing funding to support the development and maintenance of infrastructure and Apprenticeship Opportunity Awareness Campaign activities.
  - For FY2021, Workforce Services obtained spending authority to use Special Administrative Expense Account funds to support promotion of apprenticeship programs. These funds are not ongoing and will need to be a year-to-year ask with no guarantee of enough funds or approval. The department is prepared to use this as an alternative until funds can be appropriated.



## APPENDIX

### [Department of Labor List of Apprenticeable Occupations](#)

### [50-State Comparison: Statewide Apprenticeships](#)

### [State Tax Credits to Employers for Hiring Apprentices](#)

### [State Tuition Support for Registered Apprentices](#)

#### **ASE Grant Year One Outcomes**

Performance Outcomes Measures Year 1			
Measure	Year 1 Goal	Grant Total Goal	Year 1 Outcome
Total participants served	100	440	2
Total participants that are hired by an employer and enrolled in a Registered Apprenticeship Program	75	350	2
Total registered apprentices who complete an apprenticeship education/training program	0	180	0
Total participants who completed a Registered Apprenticeship Program and received a degree or credential	0	180	0
Total number of participants identified as unemployed, long-term unemployed dislocated or incarcerated prior to enrollment who completed an apprenticeship program and maintain their employment status with a new employer	0	50	0
Total number if incumbent worker apprentices who complete an apprenticeship education/training program and advance into a new position	0	100	0
Average hourly wage of apprentices at enrollment into Registered Apprenticeship program	\$16.00	\$17.00	0
Average hourly wage of apprentices at completion of Registered Apprenticeship program	\$20.00	\$21.00	0
Total Number of new Registered Apprenticeship Programs (include any other programs developed as a result of RAP efforts)	5	30	11
Total Number of RAPs on ETPL (Baseline 41)	0	100	52